

REVISED APPENDIX A-4

UNIVERSITY OF HAWAII - WEST O'AHU ·
MINIMUM PERFORMANCE REQUIREMENTS FOR

1-2 FACULTY IN-RANK PROMOTION

(As approved July 24, 2020 by the UH West Oahu

Faculty Senate Executive Committee)

MINIMUM PERFORMANCE REQUIREMENTS FOR I-2 FACULTY IN-RANK PROMOTION

According to the 2017-21 UHPA "Collective Bargaining Agreement":

Faculty Members at UH-Manoa, UH-Hilo and UH-West Oahu, in the I-2 rank may seek an in-rank promotion within the classification of Instructor. The process will follow that articulated in Article XII, G.2. and Article XV, D.2. Faculty Members receiving this in-rank promotion shall have their salary increased by five percent (5%). Additionally, the Faculty Member shall receive a rolling three year contract. Faculty Members in the Instructor rank who meet the criteria for promotion to Assistant Professor (I-3) may apply for promotion to that rank provided that the Faculty Member has satisfied the requirement for time in their current rank prior to applying to Assistant Professor (I-3). The classification and criteria for the in-rank promotion for the Instructor rank will be developed in consultation with the union with the intent that eligible Faculty Members will be able to apply in Fall semester 2019.

The guidelines and criteria set forth in this document are intended to 1) provide performance criteria guidelines for in-rank promotion reviews, and (2) to establish minimum levels of performance expected in teaching, scholarship, and service.

General Policy Statement

Applicants for in-rank promotion must demonstrate professional achievement as follows:

- (1) Teaching and Instruction (**Teaching**): 100%

Applicants must achieve the minimum criteria in the stated areas; however, applicants who meet only the minima may not be granted promotion. The quality of a faculty member's contribution must be considered. Judging the quality of contributions in teaching will be left to the collective judgment of the evaluating committees and other reviewers.

Applicants must demonstrate excellent performance in **teaching**.

Preparing the Promotion Application

It is solely the applicant's responsibility to describe his/her achievement of the required performance criteria *and* provide documentation of those achievements. The applicant must prepare the application with the understanding that committee members may or may not be from the applicant's area of expertise. Therefore, the applicant must explain the norms of his/her discipline. This explanation is particularly important with respect to research. For each item in the application for promotion, the applicant must justify its significance.

Documentation: The professional accomplishments included in a promotion application must be accompanied by sufficient documentation or descriptive materials to enable reviewers to make a fair assessment of the applicant's narrative. The organization of these materials is outlined in the "Faculty Promotion Application Form" available from the Vice Chancellor of Academic Affairs.

Teaching: A faculty member should interpret the meaning of ratings and comments included in student evaluations of teaching summaries, submitted with the application. Identifying strengths, trends in performance over time, significance of peer reviews, and similar interpretations of other accomplishments will be helpful to reviewers.

Quality: Judging the quality of claims made in promotion documents is often very difficult. Therefore, the inclusion of items such as letters of commendation from peers within the applicant's discipline, formal reviews of one's work, and other indicators of quality will make the reviewers' task much easier and more accurate.

(1) Guidelines and Criteria for Teaching and Instruction.

Promotion from I-2A to 1-2B requires a Master's degree from a college or university of recognized standing. In unusual circumstances, the requirement of the master's degree may be waived by the University upon demonstration of appropriate professional training, competence, or experience. *A minimum of five years of service as an I-2A*, or equivalent; evidence of increasing proficiency in ability to teach effectively, direct group discussions, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.

Evidence of increasing proficiency in ability to teach effectively are met by "A" list items 1.01, 1.02 and 1.03, and at least one item from list "B" or list "C" list since start date at UHWO.

Promotion from I-2B to I-2C requires a Master's degree from a college or university of recognized standing with the majority work in the field in their area of assignment and evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students). In unusual circumstances, the requirement of the master's degree may be waived by the University upon demonstration of appropriate professional training, competence, or experience. A minimum of 5 years as an I-2B, or equivalent, evidence of increasing proficiency in ability to teach effectively, direct group discussions, and/or to provide clinical supervision; and professionalism in meeting and conferring with others.

Evidence of increasing proficiency in ability to teach effectively are met by "A" list items 1.01, 1.02 and 1.03 and at least one item from list "B" or list "C" since promotion to I-2B,

Promotion from I-2C to I-2D requires a Master's degree from a college or university of recognized standing with the majority work in the field in their area of assignment and evidence of continued professional growth, skill, and knowledge (e.g. additional coursework, certificates, or other educational activities that advance knowledge of their discipline and/or work with students). In unusual circumstances, the requirement of the master's degree may be waived by the University upon demonstration of appropriate professional training, competence, or experience. A minimum of 5 years as an I-2C, or equivalent, evidence of increasing proficiency in ability to teach effectively, and/or to provide clinical supervision; contributions to curriculum improvement and/or academic program development, and professionalism in meeting and conferring with others.

Evidence of increasing proficiency in ability to teach effectively met by "A" items 1.01, 1.02 and 1.03, and at least one item from list "B" or list "C" since promotion to I-2C.

"A" List:

1.01 Provide documentation of rigorous student performance standards and appropriate assessment procedures within the last two academic years, such as course syllabi, exams, and/or examples of student work.

1.02 Submit two or more peer evaluations for courses within the last two academic years. Evaluations must reflect teaching excellence.

"A" List: continued:

1.03 Submit all student course evaluations for the last two academic years. Applicant must show excellent teaching performance with appropriate documentation, such as student evaluations, student comments, or other relevant comparisons.

"B" List (All items carry equal weight):

1.04 Measured quality improvement in an area of instruction.

1.05 Creation of substantive teaching innovations used throughout a course (such as video, on-line applications, computer simulations, etc.) or other measured quality improvement in an area of instruction.

1.06 Documentation of innovation to improve course outcomes, including those resulting from attendance at conferences or teaching workshops.

1.07 Instruction of a writing-intensive course (WI.)

1.08 Development of a new course.

1.09 Developing or converting courses for alternative formats, e.g. HITS, on-line, learning communities, etc.)

1.10 Instruction of discipline-specific directed readings or independent study projects.

"C" List (All items carry equal weight):

1.11 Awards or other recognition for Teaching Excellence.

1.12 Grants awarded (e.g. Educational Improvement Fund Grants) for teaching innovation.

1.13 Guest presentations in academic classes, workshops on teaching-related activities, etc.

1.14 Production of teaching products (lectures, online materials, etc.) that are distributed beyond the original classroom.

1.15 Advisor for a discipline-specific student organization.

1.16 Participation in student orientation events.

1.17 Supervise student study abroad program.